Invest in your future:
Planning lasting mentor-protégé relationships
University of Texas – El Paso
Lorraine Gutiérrez
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Agenda

- Introductions
- Mentoring experiences
- What is mentoring and how can it work for you?
- Developing mentoring relationships
- Discussion
Introductions – Who am I?
Who is here?

- Program
- Year
- Stage in program
- Mentoring interest or concern
What do you see?
Careful mentoring can help avoid many pitfalls.
Mentoring Expectations

- What do you expect of your mentors?
- What do your mentors expect of you?
- What issues or concerns do you have about mentoring relationship?
What is mentoring?

- A relationship that involves caring and guidance
- Can include both personal and professional goals
A mentor is a person in an individual’s chosen profession who is actively working to integrate a new person into a professional role.

A mentor feels some responsibility for the successful development of the student’s career.

Mentoring is an interpersonal relationship that contributes to the student’s sense of competence, confidence and effectiveness.

Mentoring advances the person’s scholastic and professional goals in directions they desire.

Effective mentoring involves understanding and acknowledging the student’s different identities and communities.

Mentoring includes

- Advising
- Supporting
- Tutoring
- Sponsoring
- Modeling
Benefits of mentoring to students

- Improved academic performance
- Increased productivity
- Improved professional skills
- Greater self confidence
- Expanded social and professional networks
Benefits of Mentoring to Faculty

- Attract good students or post docs
- Amplify their success
- Develop professional networks
- Satisfaction of seeing students and postdocs succeed
Traditional mentoring

- One-to-one relationship
- Mentor → protégé
- Hierarchical
Mentoring Today

- Mentoring teams
- Peer mentors
- Cyber mentoring
- Mentoring organizations
What to look for in mentors

- Shared interests
- Motivation to mentor
- Availability
- Useful skills
- Reputation
  - Department
  - University
  - Field
Mentoring is two-way street
A mentoring plan can guide the student and mentor

Agreement between mentor & student about training/educational goals

- Both short-term and long-term goals
- Specifies amount/type of mentoring needed to accomplish goals
- Modifiable (e.g. yearly)
- Establish process to evaluate whether goals are met
Mentoring Plans are about Expectations

- For mentor: What help/support willing to provide? And how much?

- For student: What help/support needed?
Elements of Mentoring Plans

- Program requirements
- Research skills student wants to learn
- Responsible conduct of research and scholarship
- Conference attendance & participation
- Presentation skills
- Norms of authorship
- Publications
More on Mentoring plans

- Teaching skills
- Career development activities
- Prioritizing & time management
- Writing grant/fellowship proposals
- Building networks
- Career goals
- Job Market
Perceived similarities between mentor and student have the greatest impact on success of mentoring relationship...

**EXERCISE:** List at least five (5) ways in which you two are similar – think broadly

Tips for students

- Have realistic expectations
- Clarify roles and responsibilities
- Be efficient in your interactions
- Take yourself seriously
- Be open to criticism and feedback
- Be responsible – initiate communication
- Try out advice and provide feedback
- Respect boundaries
Issues in mentoring

- Mismatch in interests, goals, communication styles
- Unrealistic expectations
- Conflicting interpersonal styles
- Problematic behavior
When there is an issue...

- Schedule a meeting to discuss the issue with mentors, do not procrastinate
- Prepare for the meeting and have a clear message
- Focus on issues rather then personal styles
- Consult with other mentors
- Tell someone – seek help from institutional resources
A 2nd year Ph.D student is in the middle of her toughest semester yet. She is still taking classes to fulfill the candidacy requirements; she is TA-ing a new course; and at the same time preparing for the qualifying exams at the end of the term. The student feels like she already has a lot on her plate, yet her advisor is expecting her to make weekly progress on a research project.

With 2 people: Discuss the scenario

- What is the problem?
- What contributes to this problem?
- What resources exist for this student?
- What would you suggest that this student do?
A student in his 3rd year of grad school has finished all course work and has passed the qualifying exam. His research work is not going so great; there are no new results, and he doesn’t have anything that is worth even a conference paper. Other students in the same research group at the same stage seem to be moving much faster in their work, and they all have journal or conference papers, seem to be producing results all the time, and see the light at the end of the tunnel.

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- What contributes to this problem?
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Setting your goals

- Overall goals
  - Where do you want to be 5 years from now
- This year’s goals
- How can mentoring facilitate these?
Sharing your goals
Questions and Discussion